

DOCUMENT RESUME

ED 380 673

CE 068 662

TITLE Workplace Skills Enhancement Project. Final Report.

INSTITUTION Seattle-King County Private Industry Council, Seattle, WA.

SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

PUB DATE 94

CONTRACT V198A20111

NOTE 49p.; For the 1992 Final Report, see ED 359 834.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Adult Basic Education; *Adult Literacy; Agency Cooperation; *Limited English Speaking; *Literacy Education; *Partnerships in Education; Program Development; Program Evaluation; Public Agencies; Questionnaires; Reading Skills; *Refugees; Skill Development; Tables (Data)

IDENTIFIERS Private Industry Councils; *Workplace Literacy

ABSTRACT

The Seattle-King County Private Industry Council developed and delivered a workplace literacy program in partnership with the following agencies: Employment Opportunities Center, Refugee Federation Services Center, and Center for Career Alternatives. The program provided significant workplace literacy skills to 325 actual enrollees (266 Asian, 15 Black, 20 Hispanic, and 24 White refugees) employed by 15 different employers in the communications equipment, manufacturing, nursing home, electronics, hotel, health insurance, and education sectors. A total of 461 program slots were filled, and 381 individuals (80%) completed the program. Employer support of the workplace literacy program was clearly evident in visitations by an outside consultant. Ninety percent of the supervisors interviewed noted increases in the workplace communication and reading skills of their employees after participation in the program. (Appendixes constituting approximately 40% of this report contain the following: briefing paper on the effectiveness of the worker-directed model, report on inclusion of native speakers of English with non-native speakers in workplace literacy classes, and workplace literacy needs assessment questionnaire for companies/businesses. A summative evaluation report by an independent evaluator is also included.)

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WORKPLACE SKILLS ENHANCEMENT PROJECT

FINAL REPORT

US Department of Education

National Workplace Literacy Program Grant

V198A20111

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Prepared by

Seattle-King County Private Industry Council

1994

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**SEATTLE-KING COUNTY PRIVATE INDUSTRY COUNCIL
WORKPLACE LITERACY FINAL REPORT
DEPARTMENT OF EDUCATION GRANT V198A20111
June 1, 1992 - March 31, 1994**

Project: Workplace Skills Enhancement Project

Grantee: Seattle-King County Industry Council (PIC)
Market Place One, Suite 250
2001 Western Avenue
Seattle, Washington 98121
(206) 448-0474
(206) 448-0484 (FAX)
Project Director: Vicki Asakura

Partner Agencies: Center for Career Alternatives (CCA)
901 Rainier Avenue South
Seattle, Washington 98144
(206) 322-9080
(206) 322-9084 FAX
Project Coordinator: Aimee Hirabayashi

Employment Opportunities Center (EOC)
675 South Lane Street, Suite 402
Seattle, Washington 98104
(206) 587-2828
(206) 587-2826 FAX
Project Coordinator: Ann Dwyer

Refugee Federation Service Center (RFSC)
2200 Rainier Avenue South
Seattle, Washington 98144
(206) 323-9365
(206) 329-5202 (FAX)
Project Coordinator: Jeanne Morel

This project had three partner agencies, the Center for Career Alternatives (CCA), Refugee Federation Service Center (RFSC) and the Employment Opportunities Center (EOC), involved in the delivery of workplace literacy training at selected employer sites. Targeted were workers who were limited English proficient. Instruction was provided by CCA, EOC and RFSC.

1. Compare actual accomplishments to the objectives contained in the approved application.

ENROLLMENT PERFORMANCE OBJECTIVES						
Enrollments	Individuals			Total Slots		
	Plan	Actual	%	Plan	Actual	% Plan
CCA	30	31	103%	60	48	80%
EOC	140	158	113%	190	216	114%
RFSC	128	136	106%	165	197	119%
Total	298	325	109%	415	461	111%

COMPLETION PERFORMANCE OBJECTIVES				
	Total Enrollments	Total Completions	Planned Completion Rate	Actual Completion Rate
CCA	48	40	80%	83%
EOC	216	187	80%	87%
RFSC	197	154	80%	78%
Total	461	381	80%	83%

FACTORS AFFECTING PERFORMANCE OUTCOMES

Factors affecting performance outcomes:

- B.P. Chemicals was among local employers impacted by the recession and the production cutbacks in the aircraft industry occurring in 1993. They produced aircraft parts under subcontracts with the Boeing Company. The threat of layoff combined with a change in paid release time from 100% to 50% resulted in a 71% completion rate vs. a 100% for previous classes. The majority of the last class was laid off soon after the class ended.
- The Personal Director and contact person at Outdoor Research left after the start of the first class. It appeared that the project was affected in the following ways:
 - ♦ There was no longer a key contact person to coordinate schedules and assist in problem solving. Attendance was erratic due to a busy production schedule. Classes were originally scheduled to start at 3:00 p.m. The shift ended at 3:30 p.m. and supervisors were reluctant to release workers prior to that time.

- ♦ A significant number of participants did not have enough hours to complete training due to the reasons described above.
- ♦ Agreements initially made with the Personnel Director were not carried out after she left. This included the promise of a raise at the end of training for participating workers.
- The low completion rate for the first Zealandia class appeared to be related to the fact that it was held during the winter months and many of the participants did not want to stay late, particularly when the roads were covered with ice or snow. Classes were also canceled several times due to the weather. The second class which was held in the fall had a 100% completion rate. It also had an employer driven curriculum, while in the first class curriculum was developed around interests of the workers. Participants were not given release time in either instance.
- Refugee Federation Service Center planned to have an additional class at King County Medical Blue Shield even though they met their original enrollment goal. This class did not begin under this grant due to the late notification of the grant extension.

2. Schedule of accomplishments and their target dates

	Enrollments				Completions	
	Individuals		Slots		Slots	
	Plan	Actual	Plan	Actual	Plan	Actual
Jun. - Sept. 1992	24	69	24	79	0	20
Oct. - Dec. 1992	144	191	200	192	42	142
Jan. - Mar. 1993	230	209	319	259	141	168
Apr. - Jun. 1993	298	271	415	371	279	243
Jul. - Sept. 1993	298	325	415	461	332	312
Oct. - Dec. 1993						360
Jan - Mar. 1994						381
Total	298	325	415	461	332	381

Other Objectives

60 Day Follow Ups

94% of the participants who completed training were still employed at the same company 60 days after the end of training.

Referral to other existing ESL/ABE programs or linkages with volunteers

All participants were provided with information about available ESL/ABE classes. A volunteer tutor assisted in the first cycle of classes at Rocking Horse/Outdoor Research.

85% will show improvements on post supervisor evaluations.

94.9% of those with post training supervisor evaluations showed progress or gain in one or more key areas.

3. Number and characteristics of project participants who completed planned activities and those who did not. Outcomes achieved by participants.

The following is a summary of numbers and characteristics of participants who were enrolled and completed training. A more detailed summary is provided in the attachments.

PARTICIPANT PROFILE						
	Enrollments				Completions	
	Individuals		Slots			
Gender						
Male	98	30%	133	29%	105	28%
Female	227	70%	328	71%	276	72%
Race						
Asian/Pacific Islander	266	82%	374	81%	317	83%
African American	15	5%	18	4%	13	3%
Hispanic	20	6%	32	7%	21	6%
White	24	7%	37	8%	30	8%
Native American	0	0%	0	0%	0	0%
Age						
16-24	29	9%	37	8%	26	7%
25-44	208	64%	293	64%	251	66%
45-59	72	22%	112	24%	87	23%
60+	16	5%	19	4%	17	4%
Weeks Employed						
0-26	55	17%	70	15%	53	14%
27-52	39	12%	50	11%	38	10%
53-104	59	18%	93	20%	80	21%
105-260	106	33%	152	33%	129	34%
260 +	66	20%	96	21%	81	21%
Total	325	100%	461	100%	381	100%

All of the participants who were identified as completions attended 80% or more of the scheduled training hours and demonstrated the competencies described in their Educational Plan.

	Completions		Non Completions	
Gender	Number	Percent	Number	Percent
Male	105	28%	28	35%
Female	276	72%	52	65%
Race				
Asian/Pacific Islander	317	83%	57	71%
African American	13	3%	5	6%
Hispanic	21	6%	11	14%
White	30	8%	7	9%
Native American	0	0%	0	0%
Age				
16-24	26	7%	11	14%
25-44	251	66%	42	53%
45-59	87	23%	25	31%
60+	17	4%	2	2%
Weeks Employed				
0-26	53	14%	17	21%
27-52	38	10%	12	15%
53-104	80	21%	13	16%
105-260	129	34%	23	29%
260+	81	21%	15	19%
Total	381	100%	80	100%

Reasons for Non Completion			
	Work or Job Related	Personal	Other
Vacations		6	
Child care responsibilities		4	
Not enough hours for completion			6
Job/workload demands	22		
Scheduling conflict with work	4		
Other employment (2nd job)		3	
Personal problems affecting attendance		5	
Lack of motivation			3
Absences on days off	2		
Had a baby		2	
Level higher than rest of class			2
Quit job		1	
Injured in an accident -		1	
Level lower than rest of class			1
Death in family -		1	
Didn't perceive need -			1
Care for a sick relative		1	
Fired	1		
Moved away		1	

Several participants reported above as non completions returned for subsequent classes. It may also be noted that a number of non completions were in attendance on the last day of class but lacked sufficient hours for completion. In cases where there were specific reasons for sporadic attendance, they are noted above. Otherwise, they are classified under not enough hours for completion.

4. Dissemination activities

At the November 1992 WAESOL (Washington Association for the Education of Speakers of Other Languages) conference, Afke Keefe and Bill Devney from EOC gave a presentation outlining the job task analyses processes used at two workplace literacy sites.

The knowledge and experience gained by the project continues to be shared with local literacy groups and employers. This includes the dissemination of this report, the final evaluation report, and products from this grant to the Clearinghouse on Adult Education and Literacy, ERIC, the Curriculum Coordination Center and to other interested parties as required under the grant.

5. Evaluation Activities

David Snedeker was originally hired to conduct the evaluation of our workplace literacy program. Dr. Albert Jones, a private consultant, was hired to replace Mr. Snedeker who accepted a job at the PIC and no longer qualified as an independent consultant. The final evaluation report is attached.

6. Changes in key personnel.

During the course of the project, Dr. Collin Williams replaced Aimee Hirabayashi as the Project Coordinator at the Center for Career Alternatives. His involvement with the project was brief and Aimee resumed the role of coordinator. Other than the change in the external evaluator referenced above, there were no changes in key project personnel.

SUMMARY OF TRAINING BY PROJECT SITE

Company	Industry	Jobs held by Participants
Augat Communications	Communications Equipment	Electronic Assemblers (Lead and Line Workers)
B.P. Chemicals	Manufacturing (Missile/Aircraft Parts)	Assemblers, Laminators, Core Formers
Branch Villa Health Care Center	Nursing Home	Nursing Assistants, Housekeepers Dietary Aides
Circuit Technology	Electronics (Circuit Boards)	Production Workers, Dry Film Operators, Screeners, Testers, etc.
Hyatt Regency Hotel	Hotel	Housekeepers, Laundry Workers, Stewards
Interpoint	Electronics	Assemblers
King County Medical Blue Shield	Health Insurance	Claims Examiners, File Clerks, Account Reps, Quality Control Staff
Outdoor Research	Manufacturing (Outdoor equipment/wear)	Sewing Machine Operators
Nintendo	Electronic (Video Games)	Inspectors, Repair, Assembly and lead workers
Rocking Horse	Manufacturing (Novelty Hats)	Sewing Machine Operators
Seattle Public Schools	Education	Bilingual Instructional Aides
Seattle Sheraton Hotel and Towers	Hotel	Room Attendants, Stewards
Virginia Mason Medical Center	Hospital/Clinic	Various, but Primarily Housekeepers
Westin Hotel	Hotel	Room Attendants
Zealandia	Manufacturing	Production Workers

EMPLOYMENT OPPORTUNITIES CENTER

Augat Communications					
Class	Enrolled	Completed	Level	Release Time	Instructor
One	11	10	Advanced Beginning - Intermediate	50%	Liese Hendrie
Total	11	10	91% Completion rate		

Class One: August 7, 1992 - November 13, 1992

Participating workers who were from a variety of electronic assembly jobs learned concepts and language related to Augat's corporate restructuring, including practice participating in "applications group meetings". This unit also included practice and role plays on a "business values" package which the company is adopting. In addition, participants learned to complete absence request forms and understand company specific acronyms used on the forms. Company safety rules were also reviewed through role plays.

Branch Villa Health Care Center					
Class	Enrolled	Completed	Level	Release Time	Instructor
One	12	11	Intermediate - Advanced	50% plus bonus	Ann Dwyer
Two	13	8	Intermediate - Advanced	62.5% plus bonus	Ann Dwyer
Total	25	19	90% completion rate		

Class One: November 12, 1992 - February 12, 1993

Participating in the first class were 5 dietary aides, 1 nourishment aide, and 7 nursing assistants. Instruction covered language for patient care and communication with residents (nursing assistants), oral communication skills to improve their knowledge of American slang expressions and reduced speech to facilitate communication and interaction with co-workers who were native speakers, concepts and language related to sanitation and infection control, as well as resident rights. All participants received additional language practice by using either written or spoken (on tape) dialogue journals with the instructor. In addition, the dietary aides reviewed color codes and abbreviations on the resident tray cards, and helped the nursing assistants to learn this information.

In addition to the 50% paid release time, Branch Villa also paid a bonus to program completers who attended on their days off. Participants received bonus pay equal to 50% of the hours they attended on their days off..

3 nursing assistants from the class passed state certification tests, either during or after the class.

Class Two: June 10, 1993 - August 19, 1993

The second class was comprised of nursing assistants. The curriculum covered communicating with residents (patients), on-the-job vocabulary and expressions, cultural differences, and teamwork skills as well as grammar review. The participants recorded (videotaped) role plays where they practiced language interaction with residents. The videotape was shown at the graduation party.

Branch Villa provided 1 hour and 15 minutes of paid release time for each 2-hour class while participants were on company time. In addition, those who completed the class received a bonus equivalent to one hour's pay for each class attended on days off.

Circuit Technology

Class	Enrolled	Completed	Level	Release Time	Instructor
One	15	14	Intermediate	100%	Afke de Jong-
					Keefe
Total	15	14	93% completion rate		

Class One: April 27, 1993 - July 6, 1993

Circuit Technology manufactures electronic circuit boards. Employees who were production workers, dry film operators, screeners, and testers participated in this class.

The curriculum included workplace terminology and abbreviations, reading "lot travelers" and other forms, reading blueprints, company policies and medical benefits, performance evaluations, writing work-related notes, question-asking, and clarification of instructions.

Hyatt Regency Hotel

Class	Enrolled	Completed	Level	Release Time	Instructor
One	11	9	Advanced Beginning	50%	Bill Ames
Total	11	9	82% completion rate		

Class One: July 2, 1993 - September 10, 1993

Curriculum consisted of language for health benefits, work-related vocabulary such as names of housekeeping and guest room items, communication with hotel guests, and oral communication including pronunciation, question-asking and clarification. Participating were housekeepers, stewards, and one laundry worker.

Despite participant progress and the support from housekeeping and human resource staff, there were other internal factors at the hotel that prevented additional classes from occurring.

Interpoint					
Class	Enrolled	Completed	Level	Release Time	Instructor
One	13	11	Intermediate - Advanced	33%	Ann Dwyer
Two/Three	23	21	Intermediate - Advanced	66%	Ann Dwyer and
					Bill Ames
Total	36	32	89% completion rate		

Class One: February 22, 1993 - May 26, 1993

Interpoint, an electronics company specializing in micro-circuits, targeted electronic assemblers, many of whom needed to pass one or more of a series of job related certification tests. This class focused primarily on reading and writing, although oral communication skills (speaking and pronunciation) were also incorporated. Instruction included grammar review to assist participants to write more accurately (notes to co-workers, daily worksheets, etc.), and vocabulary building/reading exercises to assist participants in reading procedures and passing certification tests. In addition, individual tutoring sessions were offered for those who needed help on specific certification tests.

Interpoint provided 1/3 paid release time (1/2 hour per 1.5 hour class).

Class Two/Three: September 29, 1993 - January 24, 1994

There were several factors that impacted the program design for this group of participants served at Interpoint. Increased supervisor support (because of the progress and increased confidence that was observed in participants from the last class) and a change in the company release time policy (from only 1/2 hour to 1 hour per 1.5 hours of class time) resulted in an increased level of interest among company employees. A year before, a class planned for September 1992 was postponed due to the lack of sufficient numbers.

With enough assemblers to form two classes, EOC decided to implement (for the first time) a team teaching approach. Although the instructors preferred to divide the whole group by language level, this was not possible because of scheduling problems. The team-teaching situation allowed the instructors to provide more individualized instruction to compensate for the range of levels in the two groups.

The teachers provided individual tutoring on procedures for certification testing as well as conferences to discuss progress, and more individualized attention on writing assignments. The result was increased employee interest for future classes.

The curriculum focused on several areas: pronunciation and oral communication for using the telephone and pager and participating in company meetings including task based team groups, clarifying information, vocabulary development and reading skills for passing certification tests, writing job descriptions, and writing skills (including spelling, punctuation, capitalization) to document work-related problems and situations.

Nintendo					
Class	Enrolled	Completed	Level	Release Time	Instructor
One	15	13	Intermediate	50%	Cheryl Tack
Two	10	10	Advanced	50%	Cheryl Tack
Total	25	23	92% completion rate		

Class One: September 9, 1992 - December 16, 1992

Employees from dealer returns, production and the corporate mail room participated in this class at Nintendo. Instruction covered correct grammatical usage in workplace contexts, reading department specific safety procedures on which they were later tested, writing accident reports, reading work procedures and learning new vocabulary from the procedures. Oral skills included those needed to discuss and ask questions about performance evaluations, giving and receiving work related instructions, and presenting a problem and contributing toward a solution.

Class Two: June 7, 1993 September 15, 1993

This class targeted limited English speakers who held supervisory or lead positions. It focused on oral communication skills needed to make presentations in department meetings and to train workers, and written skills for writing reports and performance reviews, and other management-related tasks.

Nintendo provided half paid release time for this 3-hour per week class

Seattle Sheraton and Towers					
Class	Enrolled	Completed	Level	Release Time	Instructor
One	16	15	Preliterate	50%	Afke de Jong-Keefe
Two	10	8	Beginning - Intermediate	50%	Afke-de Jong-Keefe
Three	18	16	Preliterate	50%	Afke de Jong-Keefe
Four	12	10	Preliterate	50%	Afke de Jong-Keefe
Five	16	14	Preliterate	50%	Afke de Jong-Keefe
Six	12	10	Low Intermediate	50%	Bill Ames
Total	84	73	87% completion rate		

Summary

There were a total of 41 individuals who filled 84 training slots. 20 of the 41 attended more than one cycle, with six participants attending and completing four cycles.

Classes One and Two: October 6 and 7, 1992 - December 17, 1992

Class One consisted of room attendants (housekeepers) who had very low or no literacy skills but varying levels of oral skills. Instruction focused on oral communication skills required for the job with special emphasis on pronunciation.

Class Two also consisted of room attendants, many of whom had been in a previous workplace literacy program through EOC. Having already learned basic communication skills for their jobs in housekeeping, instruction focused on more extensive guest communications and describing complicated situations, both orally and in written form.

Both the Training Coordinator (Lindsay Aiken) and the Director of Housekeeping (Donna Stemme) remarked that the progress of the higher level group (most having had three 40-hour cycles of instruction) has been noticed and commented on by a number of people in the Housekeeping Department. Participants who were difficult to understand on the telephone when requesting housekeeping supplies can now request whatever they need in clear, understandable English. For example, Cheng, a hill-tribe woman from Laos, can now call housekeeping and request "three pink bath mats". In addition to facilitating the jobs of their supervisors and co-workers, classes have resulted in an increased level of confidence among program participants.

Class Three: February 9, 1993 - April 22, 1993

This class was comprised of fifteen room attendants and three stewards. Fourteen of the eighteen continued from the classes offered during the fall. Whereas the first session with this group focused on oral communication for the job, the curriculum addressed primarily beginning reading and writing skills (completing personal history forms). Participants continued to review oral communication skills (calling housekeeping to request items, report damages; responding to guest questions, clarifying information/instructions and describing daily activities) and housekeeping vocabulary from the mobile supplier.

The Sheraton is very supportive of this effort because such literacy skills as reading guest notes or writing work orders are necessary for this group to be upgraded. The Sheraton staff noted the outstanding progress of one participant, a Salvadoran man. This employee had extremely limited English when hired and no education in his native country. Although the summer staff was reluctant to hire him originally, they feel fortunate to have done so considering his progress. He now has enough English to communicate successfully with staff and guests and to work in the responsible capacity as a night-shift house attendant.

Class Four: May 11, 1993 - July 22, 1993

All were participants who attended previous classes. The primary focus of this class was reading and writing including recognizing dates on guest literature and filling out vacation request forms. Oral interaction with guests was also expanded to giving directions to locations inside and outside the hotel, and polite phrases in answer to guest requests. Instruction also covered clarification of information, pronunciation practice and use of the past tense.

Class Five: August 30, 1993 - November 11, 1993

This class consisted primarily of room attendants (housekeepers) or janitors, and a few stewards, all with low literacy skills. Thirteen participants attended one or more classes during the grant period.

Instruction continued to focus on very specific hotel-related communication skills such as "the tile needs regrouting", or "there's chewing gum on the carpet". Hotel personnel have been enthusiastic because this group gained more skill in communicating specific problems. In addition, the efficiency of maintenance staff has increased and service to the guests has been refined.

Class Six: August 30, 1993 - November 11, 1993

The intermediate class worked on housekeeping and room vocabulary, conversational language functions such as asking for and offering help, and language for reporting problems in the hotel such as complaints or accidents.

Westin Hotel

Class	Enrolled	Completed	Level	Release Time	Instructor
One	9	7	Low Beginning	50%	Bill Ames
Total	9	7	78% completion rate		

Class One: March 6, 1993 - June 15, 1993

Targeted were room attendants with limited English ability. The curriculum included hotel vocabulary (bathroom, utility room/broom closet and items from the housekeeping cart), guest communications (language for talking with angry customers, learning standard phrases for speaking with guests and responding to guest requests), in-house communications (calling in sick, reporting problems, accidents and safety hazards, lost and found) with emphasis on pronunciation. Participants learned specific phrases for identifying location and time expressions.

REFUGEE FEDERATION SERVICE CENTER

B.P. Chemical					
Class	Enrolled	Completed	Level	Release Time	Instructor
One	10	10	Beginning	100% + overtime	Vicki Clarke
Two	11	11	Advanced Beginning	100% + overtime	Vicki Clarke
Three	14	10	Beginning/Advanced Beginning	50%	Vicki Clarke
Total	35	31	89% completion rate		

Class One: August 27, 1992 - November 5, 1992

The first two classes at B.P. Chemicals were divided primarily by level and focused on the skills needed to pass an in-house promotional test.

Instruction for the lower group covered math (fractions and decimal conversions) and measurements skills (concepts and application) needed to work with tolerance levels and mix paints/solutions, job vocabulary, accident reports, and pronunciation aimed at improving communication in the worksite. Classroom activities included exercises with the colored water to teach concepts of measurements, volume and ratios. The majority of the lower level class were assemblers but the class roster also included two core formers, a painter and a laminator.

A key person was Ed Dixon, the general foreman at the time, who contributed toward the development of the curriculum and worked jointly with the instructor in presenting some of the units. As the engineer who developed the promotional test and also former supervisor of many of the participants, he was concerned that they had been unable to pass the promotional test. Also providing classroom support was a bilingual Laotian staff person from Refugee Federation who explained various concepts in Lao.

Class Two: August 27, 1992 - November 5, 1992

This group consisted of the higher level students, primarily assemblers, but included two laminators and a painter. Instruction covered job vocabulary (obtained from supervisors), pronunciation, learning how to describe one's job and filling out accident reports and understanding personnel evaluations. There were units around health benefits, safety, unions and company procedure such as chain of command for addressing complaints. This group also worked on basic skills needed to pass the promotional test. One assembler from this group was able to pass the Assembler II test following the class.

For the first two classes, 100% release time was provided. Overtime was paid for time in class that extended beyond their normal working hours.

Class Three: March 1, 1993 - May 12, 1993

All of the participants were assemblers except one core former. Ten of the fourteen continued from previous classes.

Units included safety (working with solvents, protective equipment, etc.), reading paperwork (planning documents, specifications and drawings) and a number of topics reflecting student concerns including test taking strategies, reporting problems, and filling out job applications as many of the class were scheduled for lay off.

B.P. was affected by the major reductions in airplane production at the Boeing Company midway through the class. A few participants were laid off during the course of the class, others shortly thereafter (mostly those who had lower level language ability).

King County Medical Blue Shield

Class	Enrolled	Completed	Level	Release Time	Instructor
One/Two	28	23	High Intermediate/ Advanced	50%	Rebecca Elder
Three/Four	24	19	"	50%	Rebecca Elder
Five/Six	21	17	"	100%	Rebecca Elder
Total	73	59	81% completion rate		

Summary

There were 56 participants filling a total of 73 training slots. 13 individuals attended more than one cycle, 3 attended all three cycles. While the majority were claims adjusters, there were also a few from other clerical, accounting and quality control jobs.

Classes One and Two: October 5, 1992 - December 7, 1992

Participants were divided into two groups, one that focused on oral communication skills and the other on written skills. Those in the oral skills group focused on language for conflict resolution - dealing with attacks, complaints and compliments. Participants discussed differences between such things as assertive and aggressive and practiced strategies to use in different situations. There was also discussion about the cultural reference in terms of how workers were viewed in such instances. Activities included a problem solving exercise to define, analyze and understand why a person got upset, and a class debate. They learned phrases to use to interrupt and "I" statements such as I feel.

Those in the writing class learned to write general business correspondence, monthly reports which summarize information and data, and quality assurance memos which include the use of data/percentages and suggestions for other employees on how to improve their accuracy/error rates.

Classes Three and Four: April 5, 1993 - June 15, 1993

These two classes which were split primarily for scheduling purposes. Participants learned various techniques to facilitate more effective communication in various worksite situations. Such things included body language, attitude, style and register, clarity and conciseness, asking effective questions, dealing with criticism and suggestions, dealing with difficult people, clarifying, phrases for agreeing/refusing, stating and defending an opinion, diplomacy, conflict management, and expressing enthusiasm/disappointment. Classes culminated with a debate which was video taped.

Classes Five and Six: September 20 - December 2, 1993

As in the first two sessions, participants were divided into two groups, one group that focused on oral communication skills and the other that worked on oral and written skills. Participants worked on telephone skills, oral presentation skills for public speaking and participating in meetings. Activities included giving extemporaneous/impromptu presentations to practice organizing thoughts and ideas as well as for confidence building. Written work included writing error analysis reports which summarize findings from monthly audits, incorrect payments and other claims related errors as well as making recommendations for corrective action and improved quality control for claims staff to follow.

Outdoor Research/Rocking Horse

Class	Enrolled	Completed	Level	Release Time	Instructor
One/Two	25	7	Beginning	None. \$100 bonus at Rocking Horse	Marian Pierce
Three	8	8	Beginning	50%	Marian Pierce
Total	33	15	45% completion rate		

Class One and Two: October 12 and 13, 1992 - December 18 and 23, 1992

These two classes targeted sewing machine operators from two neighboring companies. Classes were divided into two groups by level. Assistance was provided by a volunteer tutor, Sarah Denne Bolton.

Participants learned the names of products, tools/implements (i.e., scissors, spools), and sewing machines parts as well as various things found in the workplace (refrigerator, stairs, restroom, etc.). One activity involved the drawing of a sewing machine and identifying the parts. Work on vocabulary words was done using catalogues that pictured the items produced by the participating workers. Rocking Horse students also learned animal names to correspond with the various animal novelty hats that they made. A reading program was also introduced.

Attendance was erratic due in part to a busy production schedule and the reluctance of supervisors to release workers. The main contact from Outdoor Research left during the course making it difficult to coordinate with the appropriate people to alleviate problems that occurred. A raise had been promised to participants at Outdoor Research but it appears that this never materialized, possibly due to changes in personnel.

Class Three: April 15, 1993 - July 2, 1993

Despite the problems with the previous classes, another class with Outdoor Research was held. Rocking Horse workers did not participate as the company moved to a new location that was no longer in the immediate proximity. Classes focused on oral communication skills - identifying and making requests for specific fabric by name/type and color, and simple language related to their work routine. The instructor made a large display with all of the different fabrics and colors.

Ute Joliart, the production manager at Outdoor Research, reported an increase in confidence as well as an increased effort among the participants to speak English.

Virginia Mason Medical Center

Class	Enrolled	Completed	Level	Release Time	Instructor
One	14	13	Advanced Beginning to Low Intermediate	100%	Jeanne Morel
Two	13	12	Advanced Beginning to Low Intermediate	50%	Jeanne Morel
Three	14	12	Advanced Beginning to Low Intermediate	50%	Marian Pierce
Total	41	37	90 % completion rate		

Class One: October 14, 1992 - December 12, 1992

The first class was comprised of workers from housekeeping. Participants learned teamwork skills, oral communication skills (describing, clarifying and asking questions) and practiced pronunciation.

There was a unit on ways of learning - in this culture and the culture of the participants. Also incorporated were topics such as sexual harassment. Participating in classroom activities were four or five speakers from other departments within the hospital who gave presentations on health care benefits, evacuation procedures, AIDS and infectious diseases, and health care reform. Specific skills such as asking questions, writing information were done in conjunction with the presentations. Some preparatory work was done with the class prior to some of the presentations. Jigsaw and other group activities were also used.

Class Two: January 19, 1993 - March 17, 1993

This class also targeted housekeeping staff. Eleven of the thirteen who continued from the previous class plus one other who returned after having dropped out the first session.

Instruction covered such things as requesting something to be done, requesting information, asking permission, giving reasons/explanation, apologizing, forgiving and expressing disappointment and intonation. Participants also practiced these skills by interviewing a person in the class and outside of the class. They were also taught to use the dictionary. During the class, participants transitioned from using a bilingual dictionary to an English language dictionary.

Students liked group interactive activities such as those from Decision Drama. They consisted of a situation, key vocabulary, role play and discussion about a given situation with an opportunity to vote at the end.

Class Three: April 13, 1993 - June 9, 1993

The majority continued from the previous class. There was one new participant from accounting.

Specific competencies for this class included the ability to read hand written notes left by nursing or other staff for the housekeepers, making polite requests, learning format for writing letters to persons within the hospital (for example, requesting a change of date for their vacation), expressing concerns, learning medical terms, abbreviations and acronyms used by the hospital. They also reviewed hygiene and safety procedures and worked on conversational strategies, vocabulary, reading, writing and spelling skills.

The accountant worked individually from a business writing book, a textbook on idioms and materials gathered from other textbooks and manuals. She joined the rest of the class in group conversation activities, but since she had very specific goals, she tended to work independently.

Zealandia

Class	Enrolled	Completed	Level	Release Time	Instructor
One	8	3	Preiterate/Beginning	none	Vicki Clarke
Two	7	7	Preiterate/Beginning	none	Vicki Clarke
Total	15	10	67% completion rate		

Class One: November 16, 1992 - February 18, 1993

The majority of participants were production workers involved in the assembly of dusters made with sheepskin. One participant worked in a shipping receiving job. Instruction focused on oral communication skills. Curriculum covered talking with co-workers, asking questions, describing a problem, and asking for help in a variety of situations. Participants were also taught descriptive language and the use of adjectives. To accomplish this, the class worked on describing the qualities of a good employee.

This class took place during the winter months. Weather was bad and many of the workers did not want to stay late particularly when roads were covered with snow or ice. Classes were also canceled several times due to the weather.

Class Two: September 7, 1993 - December 16, 1993

For the second class, the employer provided a list of topics to be covered in class. Participants worked on oral and written communication skills. This was done through the development of a Zealandia class story about making a duster in which they learned Zealandia vocabulary, pronunciation, how to sequence information and use of prepositions in a workplace setting. Using their work buckets in the class, they also learned to describe supplies, ask for various tools and clarify information. In addition, listening comprehension and pronunciation work was done with phone numbers, addresses and calling information in response to an incident that occurred with one of the participating workers. The worker got lost on the way to work in the foggy weather and was unable to call because it was long distance and couldn't communicate with the phone operator. Other instruction centered around completing beneficiary forms and general conversation with co-workers.

CENTER FOR CAREER ALTERNATIVES

Seattle Public Schools					
Class	Enrolled	Completed	Level	Release Time	Instructor
One	20	20	Intermediate/Advanced	Partial	Jeanne Sargeant
Two	12	12	Intermediate/Advanced	Partial	Jeanne Sargeant
Three	16	10	Intermediate/Advanced	Partial	Jeanne Sargeant
Total	48	42	88% completion rate		

Summary

Classes with the Seattle-Public Schools targeted bilingual teaching assistants (non native speakers) who perform a variety of job functions, both in and outside of the classroom. The instruction supported in-service training and counted as credit toward teaching certification program offered through Western Washington University. Some of the training was provided on in service days, in which 100% paid release was provided. A total of 31 individuals filled 48 training slots.

Class One: August 14, 1992 - August 27, 1992

The first class provided participants with increased oral communication skills to interact more effectively with students, parents and colleagues. Participants learned to give presentations to groups demonstrating skills as repeating/summarizing key points and conclusions, using a conversational tone that was audible and clear, and using positive body language. They also learned interpersonal and team building techniques to obtain consensus or compromise including practice and understanding of groups roles as time keepers, task masters, recorders and reporters. Reading and oral skills were taught through investigation and discussion of evolving curriculum and instructional practices. They worked in groups to prioritize more important trends and reported to the larger group. Participants also practiced analyzing, discussing and applying curriculum materials for their classrooms and prepared written summaries.

Class Two: September 24 - December 3, 1992

Participants in the second class worked on improving oral communication skills with students and colleagues in situations requiring them to verbalize expected actions, pose differing opinions, present new information and reach consensus. Many of the teaching assistants were required to attend PTA and other meetings at which they were often reluctant to participate. Through simulation and role plays, participants learned effective meeting participation skills including use of parliamentary procedure. Instruction also covered oral and written composition including written presentation of instructional information, vocabulary expansion, and communication techniques that provide positive reinforcement and abandon gender and ethnic stereotypes.

Class Three: April 15, 1993 - June 18, 1993

During the third class, participants learned to use research and organize information into written format and to prepare units/lessons for presentation to the class.

WPL Data

	Total	461 Training Slots				381 Completions				80 Non-Completions			
		WP1	WP2	WP3	WP4	WP1	WP2	WP3	WP4	WP1	WP2	WP3	WP4
Total participants	325	331	93	30	7	270	80	24	7	61	13	6	0
Residency													
Seattle	183	186	51	21	7	147	45	16	7	39	6	5	0
KC, outside Seattle	120	121	34	8	0	104	29	7	0	17	5	1	0
Outside KC	22	24	8	1	0	19	6	1	0	5	2	0	0
Gender													
Male	98	99	23	10	1	77	19	8	1	22	4	2	0
Female	227	232	70	20	6	193	61	16	6	39	9	4	0
Ethnicity													
Alaska Nat/Amer Indian	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	266	272	73	23	6	225	66	20	6	47	7	3	0
Cambodian	31	31	9	0	0	27	8	0	0	4	1	0	0
Chinese	67	68	24	9	0	54	23	9	0	14	1	0	0
Filipino	52	52	11	2	0	48	9	1	0	4	2	1	0
Highland Lao	5	5	3	2	0	5	3	2	0	0	0	0	0
Japanese	6	7	1	0	0	5	1	0	0	2	0	0	0
Korean	7	8	2	2	1	6	1	1	1	2	1	1	0
Lao	35	37	14	3	3	31	12	3	3	6	2	0	0
Other Asian	4	4	1	1	0	4	1	0	0	0	0	1	0
Thai	2	2	1	0	0	1	1	0	0	1	0	0	0
Vietnamese	57	58	7	4	2	44	7	4	2	14	0	0	0
Black	15	15	2	1	0	11	1	1	0	4	1	0	0
Ethiopian/Eritrean	12	12	2	1	0	9	1	1	0	3	1	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0
Other African	3	3	0	0	0	2	0	0	0	1	0	0	0
Hispanic/Latino	20	20	7	4	1	14	5	1	1	6	2	3	0
Central American	4	4	2	2	1	2	2	1	1	2	0	1	0
Mexican	9	9	2	1	0	5	1	0	0	4	1	1	0
Other Hispanic	0	0	0	0	0	0	0	0	0	0	0	0	0
Puerto Rican	2	2	1	0	0	2	1	0	0	0	0	0	0
South American	5	5	2	1	0	5	1	0	0	0	1	1	0
White	24	24	11	2	0	20	8	2	0	4	3	0	0
Afghan	0	0	0	0	0	0	0	0	0	0	0	0	0
Eastern European	6	6	5	0	0	6	4	0	0	0	1	0	0
Iranian	1	1	0	0	0	1	0	0	0	0	0	0	0
O MidEast/Cent Asia	2	2	0	0	0	2	0	0	0	0	0	0	0
Other European/Soviet	2	2	2	1	0	2	2	1	0	0	0	0	0
Russian	13	13	4	1	0	9	2	1	0	4	2	0	0

WPL Data

	Total	461 Training Slots				381 Completions				80 Non-Completions			
		WP1	WP2	WP3	WP4	WP1	WP2	WP3	WP4	WP1	WP2	WP3	WP4
Age													
16-24	29	29	5	2	1	20	4	1	1	9	1	1	0
25-44	208	208	63	18	4	178	54	15	4	30	9	3	0
45-59	72	78	22	10	2	57	20	8	2	21	2	2	0
60+	16	16	3	0	0	15	2	0	0	1	1	0	0
Wks Employed													
0-26	54	55	11	3	1	41	9	2	1	14	2	1	0
27-52	38	39	7	3	1	29	6	2	1	10	1	1	0
53-104	61	61	22	8	2	54	18	6	2	7	4	2	0
105-259	106	107	34	10	1	89	30	9	1	18	4	1	0
260+	66	69	19	6	2	57	17	5	2	12	2	1	0
Education													
Level I (grades 0-8)	92	96	35	14	5	74	33	11	5	22	2	3	0
Total Male	24	24	6	4	1	18	6	3	1	6	0	1	0
Total Female	68	72	29	10	4	56	27	8	4	16	2	2	0
Alaska Nat/Amer Indian	0	0	0	0	0	0	0	0	0	0	0	0	0
Male	0	0	0	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	80	84	28	10	4	65	28	9	4	19	0	1	0
Male	20	20	4	2	0	15	4	1	0	5	0	1	0
Female	60	64	24	8	4	50	24	8	4	14	0	0	0
Black	1	1	1	1	0	1	1	1	0	0	0	0	0
Male	1	1	1	1	0	1	1	1	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic/Latino	9	9	3	3	1	6	2	1	1	3	1	2	0
Male	3	3	1	1	1	2	1	1	1	1	0	0	0
Female	6	6	2	2	0	4	1	0	0	2	1	2	0
White	2	2	3	0	0	2	2	0	0	0	1	0	0
Male	0	0	0	0	0	0	0	0	0	0	0	0	0
Female	2	2	3	0	0	2	2	0	0	0	1	0	0

WPL Data

	Total	461 Training Slots				381 Completions				80 Non-Completions			
		WP1	WP2	WP3	WP4	WP1	WP2	WP3	WP4	WP1	WP2	WP3	WP4
Level II (grades 9-12)	132	133	32	11	2	109	24	9	2	24	8	2	0
Total Male	46	46	11	5	0	35	7	5	0	11	4	0	0
Total Female	86	87	21	6	2	74	17	4	2	13	4	2	0
Alaska Nat/Amer Indian	0	0	0	0	0	0	0	0	0	0	0	0	0
Male	0	0	0	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	113	114	26	9	2	97	21	8	2	17	5	1	0
Male	38	38	8	4	0	30	6	4	0	8	2	0	0
Female	75	76	18	5	2	67	15	4	2	9	3	1	0
Black	8	8	1	0	0	5	0	0	0	3	1	0	0
Male	3	3	1	0	0	2	0	0	0	1	1	0	0
Female	5	5	0	0	0	3	0	0	0	2	0	0	0
Hispanic/Latino	4	4	2	1	0	3	1	0	0	1	1	1	0
Male	2	2	1	0	0	2	0	0	0	0	1	0	0
Female	2	2	1	1	0	1	1	0	0	1	0	1	0
White	7	7	3	1	0	5	2	1	0	2	1	0	0
Male	3	3	1	1	0	2	1	1	0	1	0	0	0
Female	4	4	2	0	0	3	1	0	0	1	1	0	0
Level III (grades 13+)	101	102	26	5	0	87	23	4	0	15	3	1	0
Total Male	28	29	6	1	0	23	6	0	0	6	0	1	0
Total Female	73	73	20	4	0	64	17	4	0	9	3	0	0
Alaska Nat/Amer Indian	0	0	0	0	0	0	0	0	0	0	0	0	0
Male	0	0	0	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	73	74	19	4	0	64	17	3	0	10	2	1	0
Male	18	19	5	1	0	17	5	0	0	2	0	1	0
Female	55	55	14	3	0	47	12	3	0	8	2	0	0
Black	6	6	0	0	0	5	0	0	0	1	0	0	0
Male	5	5	0	0	0	4	0	0	0	1	0	0	0
Female	1	1	0	0	0	1	0	0	0	0	0	0	0
Hispanic/Latino	7	7	2	0	0	5	2	0	0	2	0	0	0
Male	3	3	0	0	0	1	0	0	0	2	0	0	0
Female	4	4	2	0	0	4	2	0	0	0	0	0	0
White	15	15	5	1	0	13	4	1	0	2	1	0	0
Male	2	2	1	0	0	1	1	0	0	1	0	0	0
Female	13	13	4	1	0	12	3	1	0	1	1	0	0
Primary Wage Earner	178	179	48	16	4	145	41	13	4	34	7	3	0
Male	77	78	19	8	1	59	15	7	1	19	4	1	0
Female	101	102	29	8	3	86	26	6	3	16	3	2	0

PRODUCTS

- I. Briefing paper on The Effectiveness of the Worker Directed Model.
- II. Report on The Inclusion of Native Speakers of English with Non-Native Speakers in Workplace Literacy Classes.
- III. Questionnaire for companies/businesses to determine their need for workplace literacy.

The Effectiveness of the Worker Directed Model

One of the objectives of the project was to implement a worker directed model where workers were involved in the planning and development of workplace literacy classes offered at their place of employment. In this project, workers participated in a variety ways with the extent of involvement varying by site.

How were workers involved?

Worker involvement occurred through:

- Participation in advisory meetings.
- Written or oral feedback from students through the use of questionnaires or focus groups.
- Input in the literacy analysis/curriculum development process.

Findings

Literacy Analysis/Curriculum Development Process

- Worker (as well as supervisor) input was important in identifying job specific language and literacy needs and the situations in which problems occur. Through the assessment process, targeted workers were interviewed to identify language and basic skill needs and to determine how they might benefit from the program. In some instances, workers (other than those targeted for the program) were involved in literacy analysis process. They were able to describe how language and basic skills were used in conjunction with their jobs as well as circumstances where problems tended to occur because of language/basic skills deficiencies of their co-workers.
- The language/literacy needs and interests expressed by workers did not always correspond with those perceived and/or desired by their employer, both in terms of job specific literacy needs as well as general needs. For example, an employer, may want employees to work on oral communication and interaction skills for participation in meetings while workers may want to improve writing skills for documenting information. Employers, for the most part, preferred curriculum that was job specific. Workers often were interested in learning English to interact with their co-workers and for general communication purposes including non work related situations. For the instructor, incorporating the needs and interests of both employer and employees as well as teaching participants to transfer and newly acquired skills to other realms were important factors.

The method in which classes were marketed by the company and how the input was solicited by the educational partner/instructor affected worker understanding of the purpose of the class and what might be taught. Participants needed to understand that the purpose of the program was more than just ESL or Basic Skills offered in the workplace but classes specifically to enhance speaking, writing, reading, math and/or other skills (problem solving, group effectiveness, critical thinking, etc.) to perform their jobs.

Advisory Meetings/Committees

Advisory meetings were held at each site, and were scheduled at the beginning, midpoint and end of each class cycle. Sites were to have advisory members that represented workers as well as supervisors,

management, and human resources although it was not always feasible to have worker representation. There were also advantages as well as disadvantages to having workers involved in this manner.

- Those who attended the classes were in the position of giving good feedback and making suggestions/recommendations for changes but did not always have the language (listening comprehension and speaking) skills to do so. Program participants were all non native speakers with varying degrees of fluency. Even among the more advanced speakers, many were in the class specifically to develop their meeting participation skills and group interaction skills.

Ideally students who serve on advisory committees should be assertive, possess critical thinking skills, be able to articulate problems and make suggestions. Student contributions also appeared to be limited to their individual needs rather than reflective of the class as a group.

- It also appeared that workers were somewhat reluctant to raise issues or give feedback in the presence of company supervisors and management. This may be due to a number of factors including cultural background, type of job held, language ability and whether employee participation was traditionally a part of the company culture.
- Co-workers of participating employees also served on the advisory committees. Generally, they were able to give input on training needs and to share observations of any perceived changes.
- Due to workload demands, it was not always possible for workers to be released from their jobs to attend meetings. Instructors, in some instances, solicited input/feedback from students during class to share at the meeting.

Participant Feedback through Focus Groups or Written Evaluations/Questionnaires.

- Focus groups with participants were used to solicit feedback during and at the end of class. This was done orally in a brainstorm type session and generally with higher level participants. When used, this process was helpful for instructors to identify the types of things participants wanted to learn.
- Feedback was also obtained through written form in classes. Written feedback was often limited due to the writing ability of the participant. Participants tended to give feedback on things they liked but were less likely to specify things they did not like. In addition to specific instructional needs, teachers also received feedback on the types of activities participants favored and learning styles.

Types of Feedback Received

Participant feedback at advisory meetings seemed to focus solely on instructional needs. Student representatives gave input on the types of oral and written skills they have found helpful as well as areas of instruction for future classes (e.g., learning how to explain information over the phone and in person, writing notes to convey information to workers in the next shift, using proper verb tenses, speaking with hotel guest and supervisory staff, and understanding slang). Input tended to be individual rather than representative of collective group needs.

Through the advisory meetings and class evaluations, participants expressed an interest in learning idioms and American slang, particularly that used by many African Americans. Sites where this occurred included The Seattle Sheraton and Branch Villa Health Care Center where employees found it necessary to interact with individuals from diverse backgrounds.

Participants from the first cycle held at Virginia Mason Medical Clinic in their post class evaluations expressed interest in interactive group problem solving exercises, discussions about work situations and idioms. One person indicated the desire for grammar based instruction.

Feedback from Rocking Horse/Outdoor Research participants, for example, indicated interest in using text books. There were certain perceptions that students had about learning. Many of those educated abroad experienced traditional classrooms settings and were less familiar with contextual learning such as that used in workplace literacy.

At Zealandia, workers in the first cycle identified specific things they wanted to learn following the completion of each unit. Because of their low English ability, they were also interested in learning English to call the doctor, describe illnesses, talk about things they wanted to say to the doctor, and talk to their children.

Attachments

- Memo from the Employment Opportunities Center (EOC) to their participating employer sites to inform them of advisory board requirements.
- Copy of an evaluation form used at Circuit Technology.
- Sample evaluation form used at BP Chemical.
- Sample form used at Virginia Mason to obtain participant feedback.
- List of mid program recommendations from participants at Circuit Technologies.

Future Recommendations

1. The needs and interests of workers should be considered in the development and design of the program. There should be a mechanism to obtain input and feedback from workers. Input should not be limited to what they would like to learn but also include their involvement in other issues such as when classes should be scheduled and how production goals might be met or relaxed.
2. Although not always feasible, involvement of co-workers not scheduled for class will help to gain their support of the program. Other workers are frequently impacted as they may have to cover for workers while they are in class and/or assume additional responsibility for meeting unit or department goals, quotas, etc. unless the goals or quotas are relaxed to compensate for lost production time.
3. Workers should be informed of the parameters of the program so that when input is solicited there are not unrealistic expectations about the type of instruction that can be provided. For example, in a workplace literacy program, instruction will focus on the language and basic skills needed in the workplace as opposed to teaching survival language skills. What are workers interested in learning in order to do their jobs better? What do workers need to learn to pass certification tests or access promotional opportunities?
4. The method(s) for obtaining worker input/feedback should be determined by the specific circumstances. Are workers able to participate in planning meetings both in terms of their ability to communicate/articulate needs and will they be given time away from their jobs to attend? Are workers able to give written feedback through the use of evaluation forms or questionnaires?
5. Actual worker involvement in development of the program is valuable even if contributions may be limited due to language barriers. In situations where workers are involved in planning or advisory meetings, we, as individuals involved in workhorse education, should develop and structure meetings in a way that it encourages and facilitates worker involvement and provides a model for other

company representatives to follow in other meetings. Despite limitations, worker participation also provides an opportunity to workers to be a part of process and to understand how decisions are made.

MEMORANDUM

TO: Employer Partners for Workplace Literacy Project

FROM: Ann Dwyer, Workplace Literacy Coordinator

DATE: July 15, 1992

SUBJECT: Advisory Groups for New Department of Education Workplace Literacy
(English as a Second Language) Classes

As I have mentioned to some of you, this year's Workplace Literacy contract from the Department of Education is a little different from last year's in one important way. This year's contract requires that EOC and our partner employers set up advisory groups within companies. According to our contract, "these Advisory Committees will meet on a regular basis to systematically plan, implement and review project services."

"The overall goal of the project is to involve workers and employers together in a planning team that ensures that the workers' needs for training are adequately met, resulting in the workers' enhanced work performance and positive benefits for both the worker and the employer. To achieve the above overall goal, project staff have developed a training development and implementation model that provides for consistent and ongoing exchange of information between the worker, employer and project staff in project advisory committees set up at company sites."

Although in the past, we have held Advisory Board meetings, they have been difficult for representatives from outlying areas to attend. Also, as the project gets larger, the needs become more diverse. We feel that by having these groups provide company specific input, the needs of the project will be better served.

Advisory committee guidelines:

1. To include:
 - a) one or more supervisors
 - b) one or more workers (could be former or current class participants)
 - c) one or more human resources staff
 - d) instructor from EOC
2. To meet, at a minimum:
 - a) once before the class cycle begins
 - b) once during the class cycle
 - c) once after the class is over
3. To provide input regarding:
 - a) direction and focus of the language training
 - b) appropriateness of curriculum materials being developed or used
 - c) feedback from participants about the class

The above are general guidelines outlining EOC's expectations. We would very much appreciate hearing from you about how you feel these groups could be best structured within your companies.

Workplace ESL projects, as we have learned from experience, and have heard at a number of national conferences, are much more successful with input and involvement from the participating employer representatives. It is our goal to minimize the amount of your and your staff's time necessary while maximizing your input to make the project successful.

Thank you very much for participating with EOC in this year's Workplace Literacy program.

am

I AM INTERESTED IN WHAT YOU HAVE TO SAY!

Company CTI

Date 6-7-93 DAM

We are now five weeks into the program and it is time to get some more input from you. Your feedback is important. It will tell me what you would like to focus on during the next five weeks and what you feel you need to learn. Please answer the following questions:

1. What did you find especially useful or valuable?

It's very helped to me at the work
to understand more English

2. How do you suggest to improve the program?

Having classes more than once a week
make me a good quality for my work,
and have classes longer.

3. What did you like least?

My dislikes were people talk not waiting
their turn.

4. What did you like most?

Enjoyed being with my friend while I'm
learning.

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AFTER CLASS QUESTIONNAIRE

- I. Many people from the company gave presentations to the class. Please rate them according to how much you like their presentations and how much you think you learned from them.

NAME	SUBJECT	LIKED			KNEW ALREADY	LEARNED		
		NONE	SOME	A LOT		NONE	SOME	A LOT
Ed	Solvents/MSDS							
Jeff	Emergency Exits							
Terry	Spill Carts							
Tom	PPE							
Dave	Specs/Pen							
Craig	Quality							
Ed	Planning							

- II. We talked about many things in class. Please rate them by how much you like them, how much you learned, and how much you think it helped you at work.

	Liked			Learned			Helped		
	None	Some	A Lot	None	Some	A Lot	None	Some	A Lot
Safety									
Unemployment									
Lay Off									
Tests									
Paperwork									
Applications									
Problems									
Story									

BP1

Virginia Mason
English as a Second Language Class
Post Class Evaluation
December 16, 1992

Name (optional) Eng

1. What are the most important things you've learned in this class?

Vocabulary, idioms, pronunciation
read stories, writing tapes, formal + informal
English, discussion about work situations
US speakers - AIDS - Emergency - benefits - new letter

2. What do you need more work on?

read - write

3. Make any other comments about yourself or the class.

ALO

Circle the best answer

4. The material in this class was

too easy

about right

too hard

5. The material in this class was

interesting

ok

boring

BEST COPY AVAILABLE

6. What part of the class was most helpful to you?

Pronunciation . tapes - formal + informal
English . writing

7. What part of the class was least helpful?

None

8. Has this class helped you on your job? If so, how?

yes it helped me speak better

9. Please list suggestions to improve the class.

it very thankful to have the teacher like
Jeanne in our class

10. Would you recommend this class to others? Yes ☒ No ☐

Why? because if someone like me not very good
about the English they ~~stud~~ would atten the class
so that they can improve thire English

11. Additional comments

CTI MID-PROGRAM CLASS EVALUATION (6/1/93)

Suggested Improvements

- More grammar
- More vocabulary
- Listening to and asking questions
- More group work
- More conversation between students
- More reading
- More writing and spelling
- Reading blue prints
- Applications
- Textbook
- Clearer instructions on homework assignments
- More serious attitude towards learning by students
- Less homework
- Bigger classroom
- Classes more than twice a week
- Longer classes

Inclusion of Native Speakers of English with Non Native Speakers in Workplace Literacy Classes

At the time the proposal was written, there had been some interest from native speakers to participate in workplace literacy classes. Workplace literacy classes had been targeted to serve the needs of limited English speakers in the workplace. Because the diversity with the workforce, there was interest in expanding workplace literacy services to serve more than just the ESL population at a given site. It was envisioned that there might be some areas where non native and native speakers of English could be combined in a class that addressed common needs. An example might in writing or spelling or in effective communication skills to organize ideas and express them clearly and succinctly.

For a number of reasons, native speakers with workplace literacy needs were not served under this project.

- Because of the large number of refugee and immigrants in the local workforce and their obvious need for improved literacy skills, employers generally felt that the need to prioritize services to limited English speakers.
- Among limited English speaking workers, there is a high demand and interest in attending workplace literacy classes while there is also a general reluctance for native speakers who need basic skills to self identify.
- Project instructors were also hesitant to mix basic skills and ESL students.

At some sites, there were a few participants who were born abroad but came to this country when they were young. Despite their American education and more advanced level, many of them still had language/literacy needs similar to other second language learners in the class and had no difficulty relating to the group.

doefinal

Workplace Literacy Questionnaire

Employer	Date
Company Representative	Title

		Yes	No	N/A	How many?
1.	Is your company undergoing any major change such as automating or computerizing systems?				
2.	Do you have workers who need to upgrade their skills due to job changes (automation, computerization, etc.) or job restructuring?				
3.	Have job requirements changed to now require reading, writing or computer literacy for positions where such skills were not essential or non-existent?				
4.	Do you have workers (e.g., limited English speakers) who lose productive time because they are unable to use voice message systems to order/request supplies, leave messages, etc.?				
5.	Is your company seeking ISO 9000 certification?				
6.	Do you have workers who have difficulty passing company or other certification/promotional tests due to limited English ability or the lack of basic reading, writing and math skills?				
7.	Would your business like to improve its customer service image?				
8.	Is your business concerned with quality control such as reducing error rates, defective parts, or complaints?				
9.	Do you have workers who need to improve their interaction and problem solving skills with customers, clients and co-workers?				
10.	Do you have workers who have problems writing business letters/correspondence to customers (grammar, punctuation, style, appropriate language, clarity, etc.)?				
11.	Do you have workers who make mistakes because of poor math, measuring ability?				
12.	Do you have workers who have difficulty following/reading written instructions or using manuals?				
13.	Does your company have team meetings, quality circles or division/department meetings that require input and involvement of line workers?				
14.	Are there workers who don't participate in meetings because they may lack the language skills or techniques to raise issues, give feedback in a positive manner, offer solutions and/or problem solve?				
15.	Is safety a concern for your company?				

		Yes	No	N/A	How many?
16.	Are there workers who are unable to read safety procedures, instructions or signs?				
17.	Is documentation important for certain jobs or positions?				
18.	Do you have workers who are unable to document information/problems or complete company forms due to the lack of reading/writing skills?				
19.	Do you have workers who have limited English ability?				
20.	Are they isolated due to language and/or cultural differences?				
21.	Do you have workers who are familiar with workplace products, tools, and other vocabulary but are unable to recognize them in printed form/written text?				
22.	Are there jobs that involve marketing, selling or promoting or explaining certain products or services?				
23.	Do you have workers who have difficulty explaining company policies, or describing or promoting products or services?				

wpineeds

Seattle/King County
(PIC) Private Industry Council
Summative Evaluation Report
June 1, 1992 - March 31, 1994

Employment Opportunities Center (EOC)
Refugee Federation Services Center (RFSC)
Center for Career Alternatives (CCA)

produced by
Albert L. Jones, Ph.D
Independent Evaluator

This report is an evaluation of the Private Industry Council Administered Department of Education Grant V1982011 and the three partner agencies, The Employment Opportunities Center (EOC), and the Refugee Federation Service Center (RFSC) and the Center for Career Alternatives (CCA) engaged in the delivery of workplace literacy training at participating sites. Albert L. Jones, Ph.D. is an independent contractor and serves as the project evaluator and writer of this report (June 1, 1992 - March 31, 1994).

Introduction

This is both a formative assessment with recommendations for improving how learning outcomes are assessed, and a summative assessment in determining what has been accomplished. Two kinds of assessment activities are as follows:

- One category involves tasks that are part of the curriculum and that provide feedback to teachers/supervisors as WPL students progress through the program.
- Another category constitutes pre and post mean scores on the CASAS, competency attainments and supervisor evaluations.

The student folders maintained at the three agencies illustrate that a multiplicity of methods is not only desirable but necessary to find out what WPL students have learned during the course of the instructional activities within in the 40 hr. cycles.

Significant workplace literacy education services were provided to 325 actual enrollments. We have filled a total of slots 461 with 381 completions. The WPL workers were Limited English Proficient ranging from preliterate to high literacy. Their needs include basic skills and oral communication skills. Literate participants were interviewed from more than 26 different language backgrounds. Instruction in general was provided based upon an evolving curriculum anchored on the specific needs of both the employer and learner. Staffs from the three partnering agencies conducted extensive assessments of the communication skills in context to the uniqueness of the participating sites. Curriculum development, modification and evaluation is a cyclical process and a major component of all three partner agencies, particularly at the EOC agency. Of the supervisors interviewed, 90 percent indicated an increase in work place communication--in oral, written, and/or reading skills (again work related).

Employers support of their WPL program was clearly evident in all visitations by the consultant. Two other sites did not participate as they had planned, one site was unable to participate due largely to the impact of a general recession. New sites joined and continuing sites reported an increased in their support. For example, Interpoint--one of the sites reported an increase in their support. For example, Interpoint--one of the EOC sites--increased its cost contribution from 1/3 to 2/3 for its WPL students. Most employer sites contributed classroom space, incentives to employees or paid release time, and workplace materials. One company Zealandia, a small business, which offered classes at the end of the day without paid release time. Supervisor time, company newsletter coverage and company recognition was also a major employer contribution.

WPL students showed a high level of motivation and active participation in their classroom learning activities. A case in point, CCA conducted Saturday classes with 100 percent attendance. EOC employers at the Sheraton reported employees coming early and staying later to ask or follow-up with questions regarding their WPL class assignments or learning activities. While the support of employers and the motivation of WPL students appears to be positive and educationally enabling at the sites served by the three partners, current job tasks tend to require lower basic and technical skills. There

does not appear to be acknowledgment, nor a move toward or concern for preparing WPL workers for future jobs involving new technology or higher basic skills by some employers. Recommendation: Given the inevitable integration and/or interdependence of literacy and technology in the future workplace, it was recommended that future WPL training include some computer literacy and/or skill development.

ACTION TAKEN: The three agencies are moving more toward computer based instruction to improve skills in the fields of technology.

The evaluator posits that externally developed and administered tests such as the CASAS have traditionally been perceived as more appropriate for summative assessments because they avoid the danger of teacher bias and provide comparable information for a range of WPL classrooms. However, CASAS does not measure what is being taught. That is specific workplace literacy. Furthermore, it is herein proposed that accumulating formative assessments can provide evidence over a longer period of time and are just as quantitatively objective and comparable across workplace classrooms. The evaluator acknowledges that there were folders in place with some samples of student's work such as written notes to supervisors, work schedules, questions, written passages, development of handwriting, and other pieces of communication demonstrating literacy development over time in. Recommendation: That all three agencies establish and/or maintain a portfolio/profile with a minimum of key sources of data on each worker cross-referenced to carefully defined competencies--in essence, these pieces of data would be the cornerstone of a portfolio approach to assessment. This recommendation stipulates that a "core" of data sources would be established and maintain across all agencies on all students. The list might include: an application, CASA pre/post scores, unit assessments, WPL needs assessment, WPL company needs assessment, curriculum competencies and related IEP, attendance log, writing samples, pre/post reading assessments, supervisor notes, and other forms of communication.

ACTION TAKEN: As a result of the above recommendations, all agencies are using the suggested modified portfolio instrument. The three agencies engaged in reflective discussions with the consultant to review and examine the issues regarding the limitations of the CASAS in assessing the work place literacy skills that are unique to each site. The consultant facilitated several discussions moving toward measuring student gains of specific competencies as a means of assessing specific work place literacy progress. As a result, in addition to the collection of more student work pieces--materials, memos, notes, reports, and various other communication samples illustrating literacy skills, the are now being cross-referenced to specific competencies.

Profile of Participant Demographics for Employment Opportunities Center- Workplace Literacy

Program Enrollment: EOC served 216 new participants, 102 preliterate and 114 limited literates. The program served a population comprised of 68.2 percent females and 46.8 percent males, of mostly Southeast Asian decedents. There were 16.4 percent Vietnamese, 14 percent Chinese, 14.5 percent Cambodian, 11.1 percent Laotian, 4.8 percent Highland Laotian, 1.4 Japanese, 5.3 percent Korean, 12.5 percent Filipino, .9 percent Thai, 1.9 percent other Asian, 3.8 percent Mexican, .9 percent South American, .48 percent Puerto Rican, 4.3 percent Central American, .48 percent Eastern European, and 1.9 percent Russian. Of the 216 enrollments, 187 completed the program.

Weeks in Employment

Weeks	New Enrollments	Completions
0 - 26	34	26
27 - 52	25	19
53 - 104	26	25
105 - 260	48	44
>260	25	24
	158	138

Chronological Age of Participants

Age	Males	Females	Total
16 - 24	11	18	29
25 - 44	57	151	208
45 - 59	22	50	72
+60	8	8	16
Primary Wage Earner	78	101	178

Worksites for the Grant year (06/01/92 - 03/31/94)

- Branch Villa
- Circuit Technology
- Hyatt Regency
- Interpoint
- Nintendo
- Sheraton Hotel
- Westin Hotel

EOC Program Overview:

Insights into WPL student's understanding of literacy attainment, were discovered in antidotal records kept in student profile folders and substantiated by evaluator observations of classroom and workplace activities. EOC Preliterate and limited literate WPL students were given instruction with prompts such as drawings, photographs, or objects, or they were asked to respond to questions about an activity they have carried out, in other instances students were given instruction without being shown any prompts.

Outcome Analysis:

Students remain highly motivated and invested in the WPL classes. Nintendo supervisors report an improvement in the writing styles of WPL workers thereby reducing the amount of what they have to explain or repeat to workers. Sheraton continues to request two classes: one preliterate and the other limited literate. More employees particularly preliterate, are requesting participation in their program. WPL instructors report that they have reaffirmed their partnerships with the work sites as evidenced by employers taking ownership of their programs. The curriculum is continuously refined by "asking specific questions, to get the right questions." For example, the procedure for calling in sick became a specific curriculum activity for a lesson. The challenge continues to be in

developing or modifying the curriculum to keep it relevant and not just an "English" class.

Profile of Participant Demographics and Characteristics for Center for Career Alternatives-Workplace Literacy

Program Enrollment: CCA served 48 participants, 4 low level literates and 44 limited literates. The program served a population comprised of 72.4 percent females and 27.6 percent males, of mostly Southeast Asian descendants: There were 19 percent Vietnamese, 17 percent Chinese, 19 percent Cambodian, 2 percent Laotian, 2 percent Japanese, 8.5 percent Filipino, 2 percent Thai, 2 percent other Asian, 8.5 percent Ethiopian/Eritrean, 4.2 percent Mexican, 6.3 percent South American, 4.2 percent Puerto Rican, 2 percent other European /Soviet, and 2 percent Iranian.

Weeks in Employment

Weeks	New Enrollments	Completions
0 - 26	12	10
27 - 52	6	3
53 - 104	2	2
105 - 260	11	10
>260	17	15

Chronological Age of Participants

Age	Males	Females	Total
6 - 24			
25 - 44	11	21	32
45 - 59	2	13	15
+60		1	1
Primary Wage Earner	12	12	24

Worksites for the Grant year (06/01/92 - 03/31/94)

- Seattle Public Schools

CCA Program Overview:

The CCA works primarily with Instructional Assistants in the Seattle Public School System and provides curriculum activities in both the workplace and the agency center that engage students in practical tests. Hands-on test are often administered to groups of WPL students at stations set up in a classroom or at the workplace. For example, lunchroom assistants/WPL students were observed moving from station to station and carrying out the measurements and other tasks as directed. Reading and measuring receipts, comparing mixtures, and reporting their results. At the start of these kinds of activity oriented instruction, the teacher often gave WPL students a pre-unit questionnaire to gather baseline information about their knowledge of the competency. The questionnaire requires writing and drawing as well as short answers. While carrying out the units, the instructors observed the WPL students' products as evidence of literacy learning. Assessment feedback was then provided through the course of the units. This

is more of an embedded assessment. It was not intended as a test. This is one example of the daily learning experiences given in a "hands-on" and "coaching" manner. The instructors were particularly skilled in engaging WPL students and "walking" them through the varied curriculum activities. At the end of the units, both written and performance assessments were provided. The outcomes showed that more than 90 percent of the students could explain what they understood receipts to mean; they also responded to open-ended responses.

Outcome Analysis:

The curriculum activities employed by CCA proved to be most effective in engaging WPL students in improving their job related literacy skills. The unit assessment tools developed by the instructors were designed to "tap" the level of understanding of specific competencies. These outcome tests were effective at assessing the performance of WPL students. Recommendation: It is recommended/suggested that a "test bank" relative to specific competencies be established and that pre and post assessments of WPL students progress over time be maintained in their portfolios.

Profile of Participant Demographics for Refugee Federation Service Center - Workplace Literacy

Program Enrollment: RFSC served 197 participants, 83 preliterate and 114 limited literates. The program served a population comprised of 73.9 percent females and 26.1 percent males, of mostly Chinese and Southeast Asian decedents. There were 15.5 percent Vietnamese, 35.7 percent Chinese, 20 percent Laotian, 1.8 percent Japanese, 1.2 percent Korean, 10.3 percent Filipino, .6 percent Ethiopian/Eritrean, 1.8 percent other African, 1.2 percent Mexican, .6 percent South American, 4.8 percent Eastern European, 4.2 percent Russian, 1.8 percent other European/Soviet, and .6 percent other MidEastern/Central Asian.

Weeks in Employment

Weeks	New Enrollments	Completions
0 - 26	14	10
27 - 52	13	10
53 - 104	47	37
105 - 260	81	65
+260	42	32

Chronological Age of Participants

Age	Males	Females	Total
16 - 24	7	5	12
25 - 44	25	100	125
45 - 59	16	37	53
60+	4	3	7
Primary Wage Earner	48	62	110

Worksites for the Grant Year (06-01-92 - 03/31/94)

- BP Chemical Co
- King County Blue Shield
- Outdoor Research
- Rocking Horse
- Virginia Mason
- Zealandia

RFSC Program Overview:

BP Chemical is an example of a company working intricately with RSFC in planning and delivery WPL to the participating workers. The supervisors lead by the foreman collaborated closely with WPL instructors in curriculum development with presentations made by supervisors at the beginning of every class session. Similar to CCA and EOC, curriculum was closely aligned to the specialty of the company. However, it is hypothesized that a significantly and contributing factor to the workplace literacy attainment was the triad of curriculum tied to work tasks, coaching by instructors and the teaming of supervisors with instructors in the delivery of instruction. The other sites also illustrate intense curriculum involvement of instructors developing, modifying and evaluating the relevance of the curriculum content to the specifics of the company. The work site becomes the laboratory school. In both site visitations and in critically reviewing the student files, it was noted that the skills learned are immediately applied.

Outcome Analysis:

Teacher made tests and other assessment activities both at the beginning and end of a unit was evident in the student files and/or folders. Recommendation: Establishing some standards as to a core or minimum set of competencies and assessing that group of competencies before and after instructional activities within and to some degree between sites would give a quantitative source evaluative data.

CASAS Results

The CASAS reading and listening tests were used to (1) diagnose and (2) contribute to the assessment of literacy progress. As noted in earlier WPL evaluations, the CASAS system does not correlate to the WPL curriculum developed in the different sites. The primary objective of WPL program is to work in collaboration with employers in developing a relational curriculum to teach literacy skills to the students. This is often in contradiction to the context of the CASAS. Currently, instructors have been and/or continuing a critical inquiry into developing a literacy achievement test based on competencies that are generic to most of their sites. For this report, CASAS test scores are one of the indicators of literacy progress.

Summary and Additional Recommendations:

The EOC, CCA and RFSC Workplace Literacy Programs were successful in improving the literacy skills of workers.

- The student/worker folders contained pre and post samples of communication clearly demonstrating improvement in understanding and basic skills used in their workplace.
- A random sample of CASAS pre and post assessment of available reading scores showed an increase in general reading skills.
- More than 90 percent of supervisors interviewed indicated an increase in communication skills relative to the workplace.
- Instructors reported both orally and in written format in the student/worker folders that their students had improved from a beginning rating of "low" to an post rating of "medium" and "high."
- The employers/supervisors reported that the WPL courses was significant in improving basic skills, particularly the literacy skills germane to their companies. Most (over 85 percent) of the participating sites continued with additional training cycles.
- Attendance in WPL classes was over 90 percent in all three agencies.
- Motivation of students/workers was reported high by instructors, supervisors and students/workers.

The level of commitment and teaching styles of the instructors was also a contributing factor meeting the different learning needs of students/workers and in collaborating with supervisors. The relationship of work-based instruction tied to the skills of the job seemed to boost the motivation and esteem of workers as well as supervisors.

Recommendations: As stated earlier, portfolios are recommended as a structured means of capturing the curriculum and learning activities that are most successful in improving skills. Writing and Readability rating and/or scoring forms should be develop for each site and quantified in a three point scale from low to medium to high. Instructors should collaborate on identifying indicators for each level and should be trained in assessing student/worker performance. Pre and post assessment should be obtained and charted in the portfolios and in the MIS data bank.